R E P O R T R E S U M E S

ED 014 040 AC 001 646

SURVEY OF BUSINESS EDUCATION FOR ADULTS IN THE UNIVERSITIES OF METROPOLITAN NEW YORK.

BY- STUART, ALLAN
NEW YORK UNIV., N.Y.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *BUSINESS EDUCATION, *UNIVERSITIES, CLASSES (GROUPS OF STUDENTS), SCHEDULING, EDUCATIONAL FACILITIES, PROFESSIONAL CONTINUING EDUCATION, ADULT EDUCATORS, TEACHING METHODS, STUDENT COSTS, SCHOOL INDUSTRY RELATIONSHIP, JOB PLACEMENT, COUNSELING SERVICES, RESEARCH NEEDS, PROMOTION (PUBLICIZE), EDUCATIONAL CERTIFICATES, PARTICIPANT CHARACTERISTICS, TEACHER QUALIFICATIONS, ADMISSION CRITERIA, DEGREES (TITLES), COLLEGE COOPERATION, CURRICULUM DEVELOPMENT, NEW YORK CITY,

A SURVEY WAS MADE OF PROFESSIONAL BUSINESS EDUCATION COURSES FOR ADULTS, PROVIDED BY 14 UNIVERSITIES IN NEW YORK CITY. YEARLY ENROLLMENTS VARIED FROM 350 TO 9,000. TEACHING METHODS VARIED ACCORDING TO THE NEEDS OF THE INSTITUTION, AND CLASSES WERE MOSTLY HELD AT NIGHT IN SCHOOL CLASSROOMS. MORE MEN THAN WOMEN PARTICIPATED, THE AGES RANGED FROM 17 TO 72, AND THE PERCENTAGE OF COLLEGE GRADUATES RANGED FROM NONE TO 60 PERCENT. THE MAJORITY OF THE INSTITUTIONS HAD A PRESCRIBED METHOD TO FORMULATE GRADES. STUDENT FEES VARIED FROM NOTHING TO $65, DEPENDING ON HOW MUCH FINANCIAL AID WAS AVAILABLE FROM INDUSTRY, GOVERNMENT, OR EDUCATIONAL INSTITUTIONS. A TREND WAS FOUND TOWARD COOPERATIVE EDUCATIONAL EFFORTS AMONG PROFESSIONAL ORGANIZATIONS, INSTITUTIONS, AND GOVERNMENT, BUT FEW INTER-UNIVERSITY PROGRAMS EXISTED. PROFESSIONAL COUNSELING AND JOB PLACEMENT SERVICES WERE PROVIDED. PROGRAMS WERE PUBLICIZED BY MAILING LISTS, BULLETINS, AND PUBLIC MEDIA. LITTLE HAD BEEN DONE IN RESEARCH AND DEVELOPMENT IN BUSINESS EDUCATION, AND THERE WAS A NEED FOR MORE PUBLICITY ON ADULT PROGRAMS, CLARIFICATION OF FACULTY STATUS, AND STUDY ON DEGREES AND CERTIFICATES. (FT)

ED014040

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Survey Of Business Education For Adults In The Universities of Metropolitan New York.

by

Allan Stuart

Program Administrator

The Management Institute

The School of Continuing Education and Extension Services

New York University

Washington Square, New York

In connection with a Survey of University Adult Education in Metropolitan New York financed by the Fund for the Advancement of Education. Director of Survey, Caroline Ellwood.

AC001645

PURPOSE

As part of a research project on University Adult Education, a questionnaire was devised specifically for that portion of Adult Education that is concerned with professional business education. This questionnaire was designed as a medium of inquiry into the current concepts and practices of business programs being offered by the Universities of the metropolitan area.

INTERPRETATION

It may be advisable at first to explore the question of interpretation of adult education in the field of business, which is acceptable to University program directors specializing in business curricula. One respondent requested a specific definition of the broad field of adult education and suspected that some difficulty might be encountered. He did, in fact, take it to mean "an adult who takes courses for, or not for, credit." There were others claiming different values concerning "the development of personal abilities and aptitudes." In fact, adult educators have for years, tried without success, to establish a definition for understanding and interpretation of the term "adult education," but find themselves instead in a process of constant re-evaluation.

"Adult Education" in general is a term which must be viewed with flexible perceptivity. Adult education assumes a boldness that eludes identifying boundaries . . . it has no recognized structure . . . rather it is amorphous, amoebic and chameleonic. Adult business education is not too different in general scope . . . it too transcends boundaries . . . it too demonstrates an enormous diversity of role and function . . . it too defies routine method and structure.

What then are we trying to measure in this survey, if definition of our subject remains elusive? What is Adult Business Education? For purposes of

setting a goal and in consideration of its multitudinous nature, let us describe Adult Business Education in the following manner:

Adult Business Education deals with that phase of man's education concerned with his adult life in the business environment. An increasing productivity in this area implies a need for increased training for the skills that are needed to sustain this productivity. A growing complexity in organization life has necessitated the development of the organizational man. Education is required to train the manager rather than the magnate. . . the emergence of new concepts of management sustains our mass consumption economy. This economy is constantly demonstrating an increasing acceleration in the rate of change. The college graduate of five or ten years no longer finds himself "in tune" with current practices and must go back to school to study the new developments in his field. The non-graduate finds himself competing for positions which demand training of a new dimension. Both graduate and non-graduate discover that change portends unending progress in the long run, but in the short run could make existing skills and employment obsolescent.

Adult business education should then provide those resources which will help people to understand this change; which will provide training or retraining as the case may be; which will provide continuous reassessment of an individual's skills; which will provide programs for adults who must acquire knowledge of the newer techniques in their field; and which will permit all of this availability in an unhindered, unencumbered, democratic process so that opportunities for professional advancement are available to all. Adult business education should not designate a working or non-working adult, a credit or non-credit program, a graduate or a non-graduate student, a manager or a non-manager. The ability to learn, the desire for self improvement, and the needs of the individual should be the basic requirements for participation in an adult business program.

All information has been compiled as a result of a questionnaire and letter which were sent to Universities in the metropolitan area.

In studying the bulletins and brochures of the metropolitan institutions, twenty-three colleges indicated varying depths of programs associated with adult business education. Of the twenty-three institutions receiving the questionnaire, seventeen answered within 40 days. Of those answering, two did not return the questionnaire but indicated responses as follows:

> "I'm afraid we do not have a school of business or management. . . we do offer some general and open courses. . ."
>
> "There is no business school as part of our institution."

In addition, one institution returned a blank questionnaire with the following notation:

> ". . . . our university extension division is not a school of business or management."

These quotations may be interpreted as lending credence to the concept that schools must be structured and that they must be labeled. This should not be so if we accept an open ended role for a school of general or continuing studies. Programs need not be structured according to precast dimensions but they should instead be adaptive to the needs of the community. An organization can be adaptive or it can be restrictive. An organization can be open minded or it can be obdurate. An organization can be flexible or it can be rigid. In each case our schools of adult learning should be the former. However, structure need not always imply rigidity--structure when skeletally contrived can always be clothed to conform to its environmental needs.

Adult programs need not necessarily include "schools of business" or "schools of management" but there should be areas where courses are provided to meet the needs of a changing business community--and since these needs are so diversified, so indeed can the curriculum be diversified.

FINDINGS

Of the seventeen responses, fourteen provided the basis of this study. . . a 60% response. From this 60% return, statistics have been completed which illustrate the practices of the metropolitan universities. In addition, a commentary is offered as a basis for comparative evaluation of programs, using as the source the bulletins and brochures of the responding schools as well as telephone inquiries.

1. Class Time Schedules

(14) evening

(4) afternoon

(1) morning

(1) weekday

(1) weekend

(3) all day

This information clearly emphasizes the prevalent time requirements for the scheduling of classes. The very nature of adult business education implies that classes be conducted in the evening. What is interesting is the indication that efforts are being made to spread the scheduling to other times. What trend this may take is not indicated by the universities, despite the knowledge that non-university adult business education institutions are recognizably successful in utilizing daytime hours for management and business education. Some of the universities indicated a greater thrust in this area, especially in the nature of in-plant seminars, professional association conferences, and institute type programs. One may reasonably inquire why it is that a non-university management education organization, the American Management Association, attracts 60,000 students per year to daytime programs, which is a greater figure than the total combined adult business student registration of all the universities who responded to this questionnaire. One of the

answers is, of course, that the participants in the non-university management forum, come from all parts of the United States. However, the very nature of their daytime success is reason enough to explore this potential for the universities. Education and knowledge are virtually "exploding" components. . . it should hopefully remain the province of the educational institutions to be the innovators, the suppliers, and the sources for the satisfaction of educational needs. Unfortunately, in many instances business itself, as well as non-university inspired programs, have provided the sources for this education. Possibly, the future may provide for some measure of release time to permit employees maximum participation in educational programs, not only for business education, but for cultural and ethical education relating to the "whole" individual. It is, after all, functional for the advantage of corporate life to have executives trained in areas other than business technology.

2. Class Locations

(14) school classrooms

(3) laboratories

(1) factory or office class rooms or conference rooms

(1) hotel rooms

( ) other

Here we see the traditional pattern. However, the indication of the use of business or hotel facilities, even though practiced by only two of the schools, suggests the possibility that areas other than school classrooms can be used. In any emerging, exploding educational facility, this may one day assume increased importance. And why not? . . . isn't the best laboratory for business analysis the business environment? Can the internship concept so well demonstrated in medicine and educational administration, be emulated in degree? One of the basic problems involved is one of economics. In the case of one school using hotel space, its expenditures amounted to $25,000 per year for the renting of outside space. This is not to say that proportional

expenditure is not similarly allocated to classroom usage in the school. In the event of limitation of rooms, as schools become more crowded, space will become a severely limiting factor and other means will have to be provided. A propitious usage of space may mean the utilization of facilities that are otherwise not providing continuous tenancy. It is highly possible that governmental and business installations, ordinarly closed at night, may in the future be serviceable as classrooms for otherwise crowded universities. From the perspective of day facilities, space may be similarly provided at these installations.

3. Type of Course

(3) day seminar

(5) evening seminar

(7) one weekly session

(10) more than one weekly session

(2) conferences

(3) lecture only

(9) more than 30 hours

(5) less than 30 hours

(3) other: lecture/lab - 1

student recitation - 1

regular classroom section - 1

The divergent needs of each educational institution obviously determine the type of program it will construct. Each institution must solve its own problems. Any program must be structured to meet the needs of its students and must include subject matter pertinent to the field. There is no direct answer to the question, "How much must one teach?" or "How long will it take to be taught?" Who is to say whether a course can be better taught by lecture or conference? Methodology and time requirements are not finite. . . if anything, this area lends itself dramatically

to the possibilities of experimentation. Does each school teach similar subjects in the same way? For example, in the area of computer programming, how closely does each basic introductory course compare in each of the schools? Should there be a standardization of content and approach? Should there be conferences between the schools? Present inquiry has clearly indicated that there is a minimum (if any) of cooperation between the schools. A study of the same course description in many of the bulletin shows differences in content and approach.

4. Determination of Fees

(7) institutional formula

(7) variable with type of course

(4) free

(1) subsidized

(4) municipally or state controlled

(4) more than $30. per credit hour equivalency

(7) less than $30. per credit hour equivalency

The wide divergence of fee structure compares the private colleges with the public colleges. Prices vary from free to $65. per credit. Even in those schools that list free courses, some programs require some charges. This represents an "economic fact of life." It is misleading to assume that a course with a higher fee provides a higher standard of education. . . yet how is it measured? Part of this measurement must be made in terms of "the cost of doing business." Educators, like doctors, have the reputation of being poor business men when it comes to matters of cost accounting and of efficiency of operation. Perhaps this is so, but financing of adult education, in general, is on the lowest rung on the educational finance ladder, and this necessitates independence of fee structuring by the private colleges, if not by the municipal or state colleges.

Very often one hears that the price of a commodity is said to be prohibitive. . . whether such pricing disparity has any revelance in education (as it does on commodities in a retail store) is hard to say, but surely it is not easy to standardize fees because of the multiplicity of factors which necessitate their determination.

How much should a course cost? Should schools cooperate in fee decisions? What must the student think when he sees the "same" course offered at two different fees by two separate institutions? Is one "bargain" education? Do students "shop around" for courses?

The very nature of the distribution of the fee structure, as evidenced above, indicates that the financing of adult business education requires a flexibility of resources and approaches. In the final analysis, this flexibility will permit exploration which may assist in the determination of standards, new approaches, or innovative methodology so necessary for today's business curriculum.

5. Education Objectives

(10) management education

(5) special technologies

(8) terminal degree

(10) technical/vocational training

(6) professional refresher

( ) research

(4) certificate

(12) degree

(0) non-evaluative

The need for self improvement for professional advancement is one of the strongest motivational influences for registration in business programs. The program

that can best offer fulfillment of this objective attracts the participant by offering him this motivational stimulus.

Strong lines of specialization make themselves apparent in this area. Many of the community colleges have established excellent programs in the areas of technical/vocational training, fashion, farming, air conditioning, electronics, police science, real estate, insurance and other highly specialized technologies. These programs are striking examples of well planned, coordinated, two year programs that are offered during the evening (as well as to full time day students) for students who may or may not already be working in the field of these specializations.

The four year colleges offer equally specialized programs (but of greater intensity and degree) to those students who seek careers in accounting, finance, systems analysis, electronic data processing, marketing, economics, salesmanship, bookkeeping, secretarial studies, investment analysis, personnel administration, retailing, engineering, transportation, distribution, banking, supervision and administration.

While there is a certain amount of overlap in programs between the two year and four year colleges, it is interesting to note that in the case of the two year colleges more opportunity is offered the non-matriculated, non-degree student to enroll in any of the programs. In the case of the four year colleges, the availability of such programs to non-matriculated, non-degree students is more restricted. The exception exists mainly in the schools of general studies and continuing education. In both cases, the heavy preponderance of the degree programs, and the heavy offerings of the various technical subjects indicate the recognition all the schools have for the current needs of the business community.

One of the newest outgrowths of professional education has been the development of the certificate program. The certificate program is a product largely of

those schools which concentrate on non-matriculated, non-degree students. Certificate programs contain both students who have no degrees and students who already have one or more degrees. They require a balance of courses that offer substantial training in the basic knowledge and in the newest concepts and practices of the field. For example, one school offers certificates in administrative management, computer programming, marketing, real estate, personnel management, supervision, management development, purchasing management, systems analysis, and general management. Rigid standards are maintained in both attendance and grades and students take great pride in the completion of all requirements

What is not clear is the recognition of these certificates by the business community in comparison to its acknowledged recognition of the degree program. Should the colleges cooperate in emphasizing to industry the importance of the certificate program? With the proliferation of courses, the increasing numbers of students enrolling in these programs, and the continuing demand to keep up with new knowledge, these certificate programs should assume added significance in the business community and it is incumbent upon the universities to establish their importance.

One of the obvious shortcomings of adult business education is the lack of research. It is disappointing to note that not one university has included research as an educational objective.. In the long term, research is absolutely necessary for proper development of adult business education. If this type of professional education is to do more than supply an ad hoc solution to the obvious needs of the business community, it must be actively included in administrative responsibilities.[1] Perhaps for the present its attainment belongs in other areas and will continue to exist only within

---

1. See page 15 section 9 for additional information.

the scope of government, foundations, business, and graduate schools of study. It should as well be a concern of adult education and time alone will provide the answer.

6. Curriculum Description

(2) spotty (one or two courses in a professional area)

(6) intensive (more than three to five courses in a professional area)

(3) less than five professional areas

(5) five or more professional areas

(6) program development-industry influenced

(4) program development-school influenced

(3) basic courses only

(10) basic and advanced courses

(9) professional advisory councils help develop curriculum

( ) advisory councils not established

(5) student evaluation of curriculum

(4) no student evaluation of curriculum

(12) homework required

(4) homework not required

The degree of specialization in this area not only reflects the size of the institution but it also suggests exploration in new areas of curriculum development. Who should be responsible for curriculum development? The school? Industry? A combination of both? What factors exist in business society that clearly indicate the need for developmental programming? Should schools hold conferences to determine depth of programs and areas of specialization? Inquiry at several of the schools clearly indicated a variance of opinion in these matters. For the most part new programs depend mainly on the work load schedule of the particular program developer or the director of the study area. The growth of the advisory council

assisting in this area of curriculum development is one of the newest factors in curriculum growth.

Advisory councils have brought the invaluable experience of industry leaders as a contribution to the area of curriculum formation. This has been a factor in providing greater availability of knowledgeable, industry based teachers but it has also raised problems in the efficacy of their teaching methodology. The councils present many view points and these must be carefully scrutinized from the vantage point of currency, adaptability, reliability, practicability, teachability, and the final criterion, the student audience. A program administrator may with the assistance of an advisory council develop the best course in the world, and he may avail himself of the finest teacher in a particular area, but without the student, without the need making itself manifest, the program is doomed to failure.

One cannot question the success of non-educational institutions in the development of curricula. Industry spends in excess of seventeen billion dollars a year to provide educational programs for its employees. In one sense they are usurping the function of the school, yet since the school has not provided the business community with ample facilities for such education, industry has provided its own facilities. The organizational charts of corporations have blossomed with new line and staff positions bearing descriptive titles such as "educational director", "training manager", "program director", "management education" and "director of training". There is already educational rivalry between the university and the corporation where universities should be leading characters in the play.

It is also interesting to note in the responses that some schools place emphasis on student evaluation of curriculum, lean towards required homework, and are responding to the need for advanced courses.

All of the above clearly indicates that curriculum is no longer primarily faculty initiated but rather is influenced by multiple criteria.

7. Cooperative or Cosponsored Programs

(4) cosponsor

(5) do not cosponsor

(5) occasionally cosponsor with a professional agency

(5) occasionally cosponsor with institutional agency

(4) occasionally cosponsor with government agency

(2) occasionally cosponsor with other schools

The growth of corporate institutions has recently been accomplished by mergers and acquisitions. Is it possible to consider a parallel development in universities? While this growth is not similarly manifested in educational organizations there does exist a trend towards some types of cooperative educational effort. We are beginning to see more programs conducted in cooperation with professional organizations. For example it is no longer unusual for an organization like the Small Business Bureau, or the Purchasing Agents Association or the Institute of Sanitation Management to join forces with the university to conduct a seminar available not only to its membership but to the public as well. More emphasis is being placed on these jointly cooperative ventures and this, to a small degree, gives some assurance of a guaranteed audience. Professional, institutional, and governmental agencies are growing sources of cosponsored educational programs.

On the other hand, the few programs resulting from inter-university endeavors is a matter of concern. "Does Macy's tell Gimbels?" Obviously the schools seem to reflect this same philosophy and each tends to go its own way. A closer cooperative attitude between universities could be a dynamic force in community

programs. Consider the enormous need for computer programmers. Corporations are going begging for properly trained technicians. If a cooperative effort resulting in a coordinated programming curriculum helped to establish a city wide, inter-university program, the results would have enormous significance for the benefit of industries' computer personnel requirements.

8. Outside Support

(4) educational grants

(2) scholarships

(4) government subsidies

(8) industry tuition remission

(1) endowments

Most schools indicated some basis of regular self support by fees, or by institutional or governmental subsidy. While there was no indication of each source of support, there is growing indication of greater support for all types of adult education by some category of outside support. For example, the growth of industry tuition remission is a supporting source of continued registration and government grants and subsidies are becoming more numerous and more available.

As the "knowledge explosion" accelerates, as the cost of tuition increases, and as the demand for greater professionalization in industry continues, so will the sources for assistance in educational financing grow.

Administrators, recognizing that external sources for funds are variable, must become much more alert in their knowledge of such sources as well as in their understanding of the rules and regulations governing such appropriations. In addition, they must realize the need to expand their abilities to write proposals which will be rewarded by "outside" funding.

The role of the private endowment corporations is another major source of additional funds and constitutes a vital element in the total financing structure.

Are the schools actively searching out greater proportions of "outside" money? A verbal inquiry revealed some uncertainty as to the best procedures for expanding this source of potential income, although most of the opinions reflected a need for learning more about the techniques of proposal writing.

In addition, some of the respondents indicated that a closer link with the training arms of corporations might prove fruitful in view of the growing educational budgets within industry. One of the uncertainties in this area was related to industries penchant for cutting this budget at the first signs of any business instability.

9. Research and Development (R & D)

(6) non-existent

(7) very limited

(1) full program

Pure research, as practiced in the graduate school and in the industrial or government laboratories appears virtually non-existent. One respondent explained this clearly by stating:

> "The success of a school of continuing professional education requires that the area program administrator set aside as much as 25% of his time to R & D--not so much in research but in "program development".

One of the really disappointing findings of this survey is that research and development seem so sadly neglected in the adult business education field. Why should this neglect exist especially since it is so easy to recognize that the business world is continuously expanding its own research programs? This research is the very foundation of its technological expansion which coincidentally establishes the basis for much of our new curriculum.

It seems incongruous that program research is not being treated equally in the continuing education schools, especially to those of us who are concerned with professional business education and who are located in the center of the world's largest business community.

It seems equally embarrassing to educators that the businessmen are creating the new nomenclature of business. Operations research, marketing philosophy, management science, third generation computers, fortran, value engineering, and other similar "course title" words have their origin in the business laboratory.

If research is still not feasible within the scope of our adult education programs, perhaps it may be helpful to place more emphasis at least in the area of program development. This area is expanding as indicated by some of the responses from the schools:

"Studying the effectiveness of pre-retirement programs"

"Exploring programs for the dis-advantaged communities"

"Analyzing the possibility of mid-career counseling--to assist individuals in job change decisions"

10. Faculty

(3) recruited primarily from industry.

(2) recruited primarily from school faculty.

(10) recruited-combination industry/school.

(5) tenure provided.

(9) no tenure provided.

(3) permanent faculty privileges provided.

(6) limited faculty privileges provided.

(2) no faculty privileges provided.

(5) minimum of one degree required.

(3) no academic degrees required.

(8) two or more degrees required.

(7) mandatory retirement limits.

(3) no retirement limits.

(2) in-service training provided.

(3) no in-service training provided.

(10) planned progressive salary structure.

(2) no formal salary structure.

(6) organized communication media.

(1) no organized communication media.

(6) faculty evaluation programs.

(1) no faculty evaluation.

(5) faculty meetings are held regularly.

(6) faculty meetings are held intermittently.

(4) faculty does not participate in commencement exercises.

Educational administration practices vary widely in the management of its faculty. If any area were to be described as having "grown like Topsy", this one could so be described.

There can be no doubt regarding the leaning towards industry supplied faculty. Adult education is attracting many dedicated, able, and knowledgeable individuals and the growing size of this industry-oriented faculty in some of the universities is indicative of the awareness for increasing emphasis on "applied" education.

A great deal is said about fringe benefits which are related to professional remuneration. We particularly associate these benefits with the teaching profession, and yet they are sadly lacking for the adult business education teacher. Similarly lacking is tenure for permanent faculty. Many of the institutions indicated that there

were basic differences between part-time faculty and full-time faculty. This raises fundamental questions: Does part-time faculty imply a frequent change of teacher? Does change in faculty affect the nature of the program? Can such change mean a good teacher one semester and a bad one the next semester? Should a part-time faculty be treated differently from a full-time faculty?

Another issue related to part-time faculty is the absence of in-service training. This raises similar fundamental questions: Can we assume that the businessman can be a successful teacher? Does he need special training? Is it educational indifference on the part of the continuing education school that accounts for minimum evidences of in-service training?

Many of the differences in the treatment of full-time and part-time faculty seem to support the contention that their needs are quite different. If basic differences are found, does that imply that appraisal of part-time faculties must be viewed with different values from the appraisal of full-time faculty?

For example, should a part-time teacher have a minimum of two or more degrees (as indicated by the majority of the respondents) or should recruitment be governed by the degree of his specialization, or by the law of supply and demand, as indicated by one of the respondents.

Each question seems to lead to another question which in the final analysis places the burden of decision on the personal judgment of the faculty recruiter which, in turn, is affected by the economics of the program and the level of specialization required. The ultimate objective always, is to establish programs that have the highest teaching performance standards. To achieve this goal, the faculty recruiter must carefully consider many complex issues which are normally not characteristic of the problems faced by the recruiter of full-time faculty.

11. Job Placement

(10) active placement facilities.

(2) no placement facilities.

Most of the respondents indicated that placement facilities were available. One respondent questioned the use of the term "active". Participating in the courses at the evening division did not necessarily mean "active" consideration in job placement nor did it imply any degree of automatic placement. In one school a list of positions was posted on the school bulletin board. In another, the students could utilize the facilities of the university placement services by paying a $5.00 fee. Should the university share with the student the responsibility of helping him obtain a position? In placing the question to several of the respondents, it was generally agreed that the initiative should be taken primarily by the student.

12. Student Admission Requirements

(9) high school graduation.

(4) interviews.

(4) admission tests.

(7) no formal requirements.

The broad question of basic requirements for any education has always invoked different interpretations. Should there be requirements? Is there any reason why adult educational opportunity be denied for any reason (other than obvious mental or physical deficiencies)?

It is natural to expect that from a technical point of view, some basic knowledge must, at times, be a prerequisite for more advanced knowledge. But aside from "competence" progression, where should the admission requirements be established, or eliminated? The respondents were approximately equally divided on requirements but generally indicated a trend towards lessening requirements where degrees were not concerned.

13. Physical Facilities and Equipment

(11) adequate audio-visual aids.

(3) inadequate audio-visual aids.

(9) centralized building facilities.

(5) decentralized facilities.

(10) adequate class room facilities.

(3) inadequate class room facilities.

Adequate educational environmental and instructional facilities are available for most of the universities. One might question adequacy in terms of recent breakthroughs in electronic teaching devices. While the questionnaire did not inquire specifically about this area, random questioning did show use of standard audio-visual aid equipment rather than the newer and more sophisticated apparatus.

In view of the increasing importance of audio-visual aids the acquisition of these newer electronic devices, while being used by many corporations, has not always been available to the colleges because of budgetary limitations. Some of these facilities--the telelecture, video-tape, and console teaching machines have proven their worth, but are, unfortunately unavailable for wider usage in adult classes.

14. Degrees and Certificates

(7) degrees only.

(3) certificates only.

(5) degrees and certificates.

( ) no degrees or certificates.

(10) credit programs.

(11) non-credit programs.

"Courses", "programs", "certificates", "degrees", "seminars", "conferences", "lecture series", "non-evaluative" and "evaluative" grades may well be a confusing

nomenclature to industry and to the student. Clarification in this area by a cooperative study on the part of the universities is definitely needed.

From the perspective of continuing education the implication of the word "terminal" is also in need of clarification. How much stress should a university place on the term credit or non-credit? Are we at that point in business education where a reassessment of these terms, "terminal" and "non-credit", may be of real significance? Can we ask ourselves if non-credit is a negative term or how important a grade is in a non-credit course or how the business world evaluates the worth of non-credit education?

These questions must be considered if we wish to enhance the meaning and scope of continuing business education for the business community and for the individual.

The value of the terminal degree is recognized, but the terminal degree is no longer adequate. To be current the business man must return to the continuing adult school and take "non-terminal" and "non-credit" courses. Unfortunately, these may not be recognized and consequently this entire area needs the cooperation of both the corporations and the universities. The best instrument for recognition in this area could be the certificate program.

15. <u>Student Guidance</u>

(7) all students are given professional guidance.

(7) guidance given only when requested.

( ) no guidance is provided.

Most teachers and administrators are familiar with the sight of long lines of students during registration period. During each registration period a large percentage of individuals need guidance in the proper selection of courses. It is noteworthy that all the universities are involved to some degree in the professional counseling of students.

This survey makes no attempt to measure this involvement but obviously quantity and quality vary. This could be a useful area for potential cooperation and research amongst the universities.

According to the Department of Labor, the average person will probably change his job from three to five times during his lifetime. If this is an accurate reflection of the pattern of career change, then it could be assumed that continuing education is not only a necessary avenue of training, or retraining, as the case may be, but that it must provide as well professional counselling for guiding the students in the proper direction.

16. Marketing the Program

(2) purchase mailing lists.

( ) exchange mailing lists.

(4) automated mailing lists.

(4) lists typed by office staff.

(4) lists typed by outside specialists.

(5) directories are used.

(4) professional organizations address envelopes.

(8) mailing lists are updated periodically.

(1) mailing lists are not updated.

(2) no coding system is used.

(4) more than 20,000 bulletins are mailed.

(10) less than 20,000 bulletins are mailed.

(7) bulletins are supplemented by special pieces.

(1) bulletins are not supplemented by special pieces.

(5) media advertising is regularly scheduled.

(9) media advertising is limited.

(6) publicity releases are adequate.

(7) publicity is inadequate.

(6) marketing efforts are measured.

(6) marketing efforts are not measured.

This aspect of continuing education most approximates the marketing problems encountered in the business world. In fact, one may compare the marketing of courses with the marketing of commodities--both must be "produced" and "sold" to a prospective consumer.

The student must be made aware of the program, and in addition, the program must satisfy a need of the student. This implies a procedure including some degree of advertising, publicity, copywriting, publishing of bulletins, and brochures, and promotional campaigns of varying intensities.

A school can construct a most exciting program and utilize the services of a dynamic and creative teacher, but without a sufficient registration all of the planning, effort, and quality that was built into the "product" can go for naught.

How then does one "sell" one's program and continue to "re-sell" the same program each semester? Administrators have learned that adult education does not have the same captive audience that is associated with a degree program. Despite people's enormous need for self improvement, the availability of programs for self improvement must be publicized, advertised, broadcast, or in some manner brought to the attention of the potential user by whatever means the imagination of the administrator can conjure.

The variety of answers in this section reflects the variety of approaches attempted by the universities in their marketing efforts. Despite the apparent differences in the size of the institutions, their budgetary allocations for marketing

expenses, and their methods of searching for their potential audience, the need for improvement of overall marketing efforts was expressed by most respondents.

17. Miscellaneous Questions

The final phase of the questionnaire reflects a variety of responses to specific questions that have some statistical significance. There are no commentaries necessary since this data is provided only to compare this type of information from the various schools. The reader can readily interpret the data in each area of inquiry and compare it with his individual institution.

What percentage of students have college degrees?

not known	2
none	1
1%	1
2%	2
5%	1
10%	1
15%	1
60%	1
less than 1%	1

What is the average age of the student body?

not indicated	1
20	2
23	3
24	1
25	1
26	1
28	1
29	1
30	3

What is the age range of the students?

17 - 71	19 - 65	18 - 60	18 - 22
17 - 60	16 - 55+	18 - 65	17 - 55
19 - 64	18 - 70	21 - 58	
19 - 55	21 - 72	18 - 65	

What is the ratio of males to females?

3/4M - 1/4F	3M - 1F	7M - 1F	very few females
6M - 1F	50M - 50F	1M - 2-1/2F	2M - 1F
no answer	45%M - 55%F	1M - 2F	
850M - 448F	2M - 1F	1M - 1F	

Do you have a prescribed method to formulate grades?

Yes - 9

No - 4

No grades - 1

How many students enrolled each year?

2,000	depends on how one counts	3,000
6,500	1,300	1,200
350	over 7,000	4,000
350-400	9,000	800
2,000	1,200	

What percentage of business students to total adult program?

no answer	- 1	35%	- 5
10%	- 1	35%	- 1
50%	- 1	80%	- 1
20%	- 1	100%	- 1
25%	- 2		

Do you operate within a rigid expense/income ratio?

Yes - 5

No - 9

Is there any part of your program specially aimed at the underprivileged section of the community?

No - 7

Yes - 5

No answer - 1

In planning - 1

Examples:

Seek

Off campus centers in Bedford Stuyvesant Poverty Program.

Special Vocational Courses

Do you plan any changes or experimental courses in the near future?

No - 5

Yes - 6

No answer - 3

Examples:

Vocational-in-training courses.

Short courses in numerous areas of continuing education.

Continual introduction of new offerings, phasing out of old.

A humanities certificate upon completing a pattern of 10 - 12 courses will be an experimental venture.

Community service as a vital role of the comprehensive junior college.

Degree with a major in data processing.

CONCLUSION

Conclusions per se are not the immediate goal of this survey. The survey is intended primarily as a vehicle for reporting conditions as structurally and programmatically existing within the universities. Commentary was offered as a cohesive unifying thread to weave together the identifying similarities or to point out differences.

The degree of similarity or dissimilarity in itself was not unexpected, but during the course of interrogation, an underlying integrative factor was manifested. The respondents were most helpful in their cooperative efforts. Each wanted to know how others did their job and each was curious to compare methodology and approach.

As part of this overall project a meeting was arranged for a representative grouping of the universities of the city. This meeting was used as a base for exploring some of the areas covered in the survey.

This meeting served a major purpose in identifying some of the issues that face adult business education administrators. First of all, it exposed the multitudinous facets of the problems involved in adult education, especially where they are approached in different fashion by separate universities.

Secondly, it served as a medium for cross fertilization of ideas on problems that had a common denominator in each of the institutions.

As the meeting progressed, the participants realized that one meeting could barely "scratch the surface" of this exploratory attempt to discuss the topic, but that the values gained from this meeting (or others if they could be arranged) could be most useful in the enhancement of their own programs.

This same willingness to exchange views was expressed by respondents during random telephone inquiries to elicit examples for the commentary in this survey.

What does this imply? - a desire for closer cooperation in programming and administration techniques? Can individual programs be improved by "associations" between schools? Can economies be effected by exchange of administrative expertise? Certainly the overall impression has been that there is in the New York Area a desire for cross exchange of opinion and for discussion between schools on Administrative methods and programs.

Perhaps some enterprising "association" can set up a series of annual workshops on continuous business education for the benefit of faculty and administrators.

THE LIBRARY OF
DEC 1 4 1967
CONTINUING EDUCATION